

ENGLISH FOR TODAY

Class Three



NATIONAL CURRICULUM & TEXTBOOK BOARD, DEAKA

Prescribed by the National Curriculum & Textbook Board
as a Textbook for Class Three from the academic year 2013

ENGLISH FOR TODAY

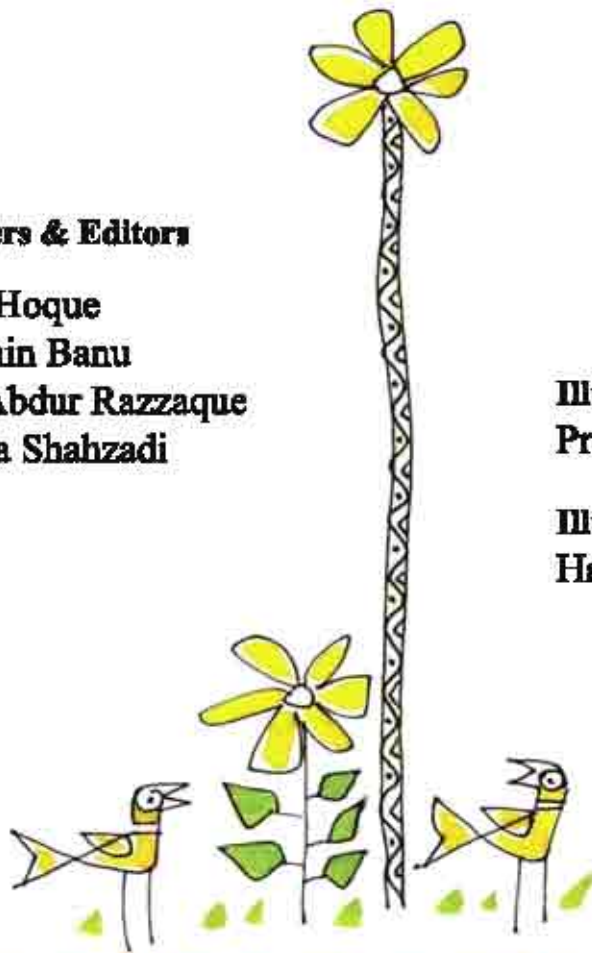
Class Three

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তৃতীয় প্রাথমিক শিক্ষা উন্নয়ন কর্মসূচির আওতার গণপ্রজাতন্ত্রী বাংলাদেশ সরকার কর্তৃক
বিনামূল্যে বিতরণের জন্য

Printed by:

Preface

The primary curriculum has been revised in the light of the National Education Policy 2010 which emphasizes learning English as an international language for communicating locally and globally. The 'English For Today' textbooks have been developed to help students attain competence in all four language skills in English through meaningful and enjoyable activities. Emphasis has been given on listening and speaking skills as the foundation on which to develop reading and writing skills. Topics and themes have been selected in a way that would not only help students address the needs of real life situations, but would also inculcate humanistic values in them as well as broaden their mental horizon. Grammar points and planned activities to develop students' competence in all four language skills have been presented within contexts in a systematic and graded way.

The 'English For Today' textbook is accompanied by a Teacher's Edition. However, we are aware that to make teaching and learning of English most effective and fruitful, particularly at the primary stage, the textbook needs to be complemented with audio-visual materials. We sincerely hope to do so in the near future.

My heartfelt gratitude goes to the curriculum developers, writers, illustrators and coordinator who worked under tremendous time constraint. But for their sincerity, commitment and hard work, it would not have been possible for the NCTB to develop the English textbook 'English For Today' make available to teachers and students all over the country by January 2013. As the book was developed within a very limited time, there is room for further development. Any constructive suggestions from anybody would help us improve the book.

I also sincerely thank all who have been involved with the production and publication of this textbook.

Professor Md. Mostafa Kamaluddin
Chairman
National Curriculum and Textbook Board
Dhaka

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Unit 1: Introducing myself

Lesson 1: A student

A Listen and read.



Riya talks about herself

Hello, I'm Riya Islam. I'm 8 years old. I'm a student and I'm in class 3. I study at Gazipur Primary School.

B Answer these questions.

Questions

Answers

- | | |
|----------------------------------|-------------------|
| 1 How old is Riya? | Riya is _____ |
| 2 What does she do? | _____ |
| 3 What class is she in? | _____ |
| 4 What school does she study at? | She studies _____ |

C Now introduce yourself to your partner. Use the information table.

name☒	age☒	occupation☒	class☒	place of study
-------	------	-------------	--------	----------------

Hello, I'm

I'm years old.

I'm a

I'm in class

I study at

Lesson 2: A teacher

A Listen and read.



Mahbub talks about himself

Hello. I'm Mahbub Alam. I'm 30 years old. I'm a teacher. I teach English at a primary school in Narail.

B Ask and answer.

Questions

Answers

- 1 How old is Mahbub Alam? _____
- 2 What does he do? _____
- 3 What does he teach? _____
- 4 Where does he work? _____

C Introduce your father. Use the following information. Work in pairs.

name	age	job	work place
------	-----	-----	------------

Start like this: My father's name is

.....

.....

.....

.....

.....

**D Introduce your mother. Use the information as in
C above. Work with a different partner.**

Lesson 3: A journalist

A Listen and read.



Nazia talks about herself

I'm Nazia Hussain. I'm 35 years old.
I'm from Rangpur. I'm a journalist.
I write news for television.

B Ask and answer in pairs.

Questions

- 1 Where's Nazia from?
- 2 What does she do?
- 3 What does she write?
- 4 Where does she work?

Answers

C Now talk about Habib. Use the information from this table.

Habib	☒	☒	a taxi driver
Home	☒	☒	Feni
Age	☒	☒	40 years
Place of work	☒	☒	Dhaka

Start like this:

Habib is a

.....

Lesson 4: A dialogue: Liya and Keya

A Listen and say.

Liya: Hello! I'm Liya. Who are you?

Keya: Hello! I'm Keya. I'm a new student here.

Liya: Where do you come from, Keya?

Keya: I come from Khulna. And you?

Liya: I'm from Sylhet. My family lives near the school.
Where does your family live?

Keya: My family also lives here.

Liya: Good. Can we be friends?

Keya: Ok. We'll be friends.

B Act out the dialogue.

C Work in pairs. Ask and answer these questions.

- 1 Where do you come from? / Where are you from?
- 2 Where does your family live?

Lesson 5: A rhyme: Tea-pot

A Listen and recite.



Tea-pot

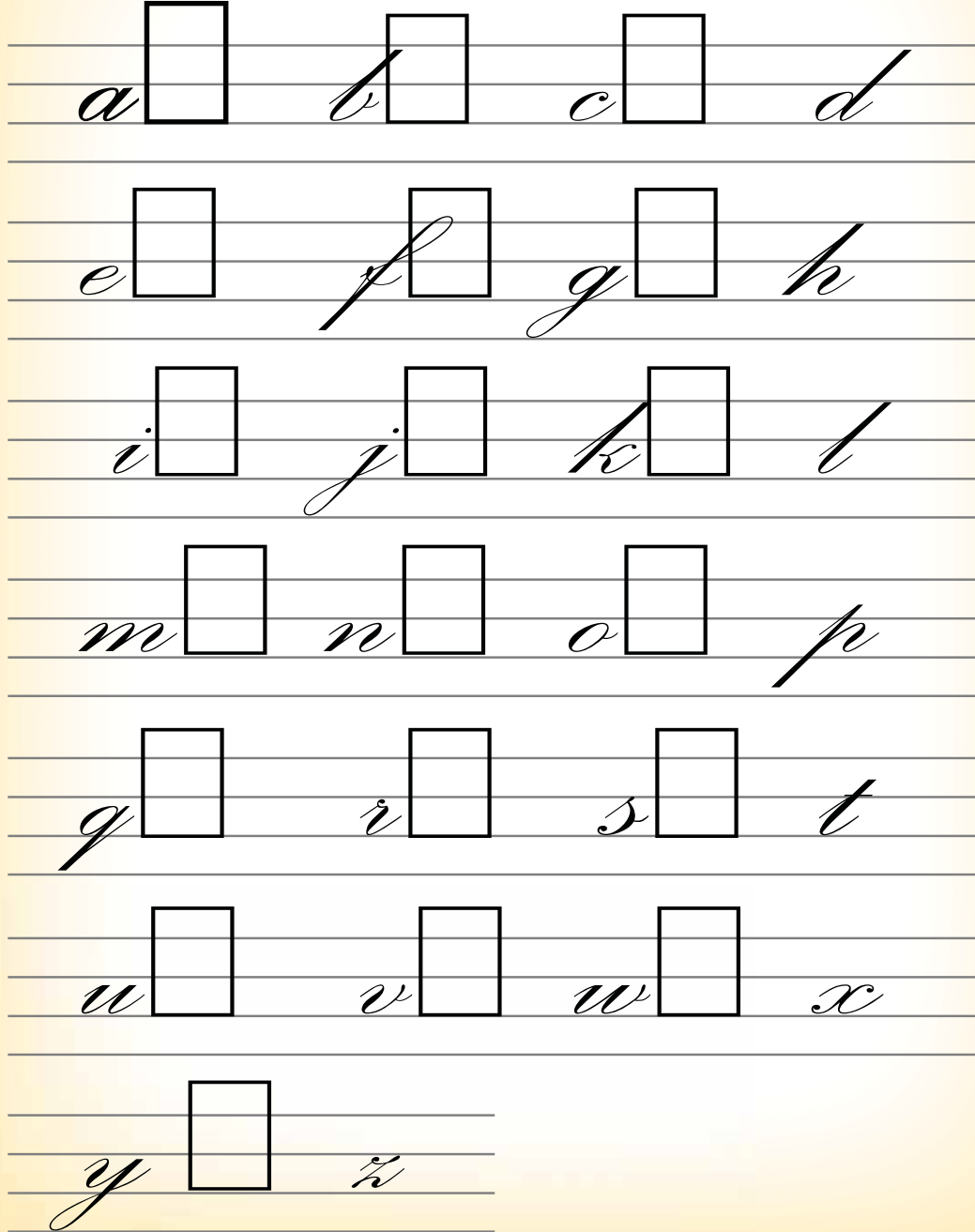
I am a little tea-pot,
Short and stout.
This is my handle,
And this is my spout.
When the water's boiling,
Hear me shout:
"Just lift me up
And pour me out."

B Recite the rhyme yourself.

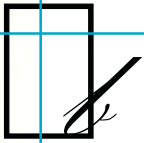
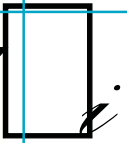
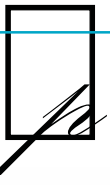
Unit 2: The alphabet

Lesson 1: Cursive small letters

A Read cursive small letters.



B Write cursive small letters in the boxes.

a	b	c	d	e	f	g
<i>a</i> 						
h	i	j	k	l	m	n
<i>h</i> 						
o	p	q	r	s	t	u
<i>o</i> 						
v	w	x	y	z		
				<i>z</i>		

Lesson 2: Cursive capital letters

A Read cursive capital letters.

A B C D

E F G H

I J K L

M N O P

Q R S T

U V W X

Y Z

B Write cursive capital letters in the boxes.

A	B	C	D	E	F	G
<i>A</i> <input type="text"/>	<i>B</i>					
H	I	J	K	L	M	N
<i>H</i> <input type="text"/>	<i>I</i>					
O	P	Q	R	S	T	U
<i>O</i> <input type="text"/>	<i>P</i>					
V	W	X	Y	Z		
				<i>Z</i>		

C Write cursive small letters in the boxes.

<i>A</i>	<i>B</i> <input type="text"/>	<i>C</i>	<i>D</i> <input type="text"/>	<i>E</i> <input type="text"/>	<i>F</i> <input type="text"/>	<i>G</i>
<i>H</i> <input type="text"/>	<i>I</i> <input type="text"/>	<i>J</i> <input type="text"/>	<i>K</i> <input type="text"/>	<i>L</i> <input type="text"/>	<i>M</i>	<i>N</i>
<i>O</i>	<i>P</i> <input type="text"/>	<i>Q</i>	<i>R</i> <input type="text"/>	<i>S</i> <input type="text"/>	<i>T</i>	<i>U</i>
<i>V</i> <input type="text"/>	<i>W</i> <input type="text"/>	<i>X</i> <input type="text"/>	<i>Y</i> <input type="text"/>	<i>Z</i> <input type="text"/>		

Unit 3: Commands, instructions and requests

Lesson 1: In the classroom (1)

A Listen and do.

Galib, stand up.
Come to the board.
Take a piece of chalk.
Draw a circle.
Ok. Go back to your seat. ☒



Bina, come here.
Take the duster.
Clean the board.
Thanks. Go back to your seat.

Runi, come here.
Take a piece of chalk.
Go to the board.
Write your name.
Clean the board.
Ok. Go back. ☒ ☒



Sayeed, come to the board.
Draw our national flag.
Very good. Go back to your seat.

B Work with a partner in turn. Give and follow commands.

For example: S1: Go to the board. S2: Okay.
S1: S2:

Lesson 2: In the classroom (2)

A Listen and do.

Radif, stand up.
Put your right hand up.
Touch your eye.
Touch your ear.
Put your hand down.
Sit down.



Children, listen carefully.
Take care of your health.
Eat good foods.
Eat some fruits every day.
Drink clean water.
Do exercise regularly.
Take rest and sleep well.

B Now children, get ready. Copy in your notebook.

Take care of your health. T _____

C What do you say?

- 1 You want someone to bring a chair.
- 2 You want someone to look at you.
- 3 You want someone to recite a rhyme
- 4 You want someone to turn off the light/fan.

Lesson 3: Outside the classroom

A Listen and say.



Come here, students.
Stand up in a line.
Keep quiet.
Listen to the national anthem.
Sing the song everybody.



Get up from bed.
Go to the bathroom.
Take a shower.
Eat your breakfast.
Brush your teeth.
Put on your uniform.
Get ready for school.



Put your school bag away.
Change your clothes.
Come to the kitchen.
Help me with my work.
Take a bath.
Sit at the dining table.
Have your lunch.

B Give commands or instructions with these words.

bring: Bring a piece of chalk.

go: _____

tell: _____
listen: _____
put: _____
sing: _____

C Match the instructions with the pictures.

1 Wash your face. ☒

☒

2 Brush your teeth. ☒

☒

3 Take a bath. ☒ ☒

4 Get ready for school. ☒

5 Stand up in a line. ☒



D Listen and say.

tap ten

fan hen

pan pen

Lesson 4: Requests

A Look, listen and say.



A: Can you give me your English book, please ?

B: Yes, of course. Here it is.



A: Can you please help me carry this box ?

B: Sure. I will.



A: Can you close the window, please? It's very cold outside.

B: Yes, of course.



A: Could you wait a moment, please?

B: Sorry, I can't. I'm very busy.



A: Could you show me the headmaster's room, please ?

B: Of course, I can. Please, come with me.

B Make requests. Use can/could. One is done for you.

1 Could you help me lift the box, please? (help/lift/box?)

2 _____ (open/door?)

3 _____ (buy me/ pencil?)

4 _____ (give/a glass of water?)

5 _____ (help/do homework?)

6 _____ (have/a sheet of paper?)

C What do you say? Make requests using 'can' or 'could'.

1 You need some money.

Ans: _____?

2 You want to use someone's eraser.

Ans: _____?

3 You want someone's help.

Ans: _____?

4 You want someone to open the door.

Ans: _____?

5 You want your grandma to tell a funny story.

Ans: _____?

6 You want a cup of tea.

Ans: _____?

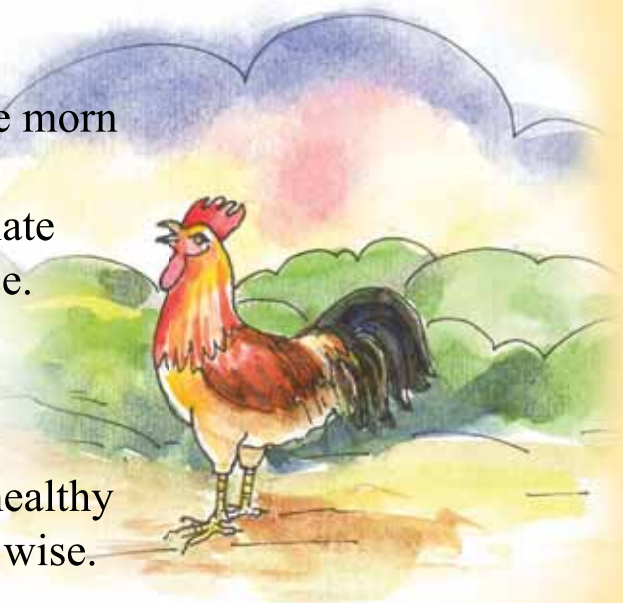
Lesson 5: A poem: Cocks crow

A Listen and recite.

Cocks crow

Cocks crow in the morn
To tell us to rise,
And he who lies late
Will never be wise.

For early to bed
And early to rise,
Is the way to be healthy
And wealthy and wise.



B Listen and say.

rise ☒ ☒	☒ cocks
lies ☒ ☒	dress
wise ☒ ☒	☒ glass
please	class
eyes ☒ ☒	☒ bus

Unit 4: Let me count

Lesson 1: Numbers (1- 40)

A Look and say.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30

B Say and write.

1									

C Look, listen and say.

31	32	33	34	35	36	37	38	39	40
----	----	----	----	----	----	----	----	----	----

D Say and write.

31					
32					
33					
34					
35					
36					
37					
38					
39					
40					

Lesson 2: Numbers (31- 40)

A Write and say (31- 40).

--	--	--	--	--	--	--	--	--	--

☒

☒

☒

☒

B Write the missing numbers.

	32		34	☒		☒	38	☒	40
--	----	--	----	---	--	---	----	---	----

C Write the numbers that come before and after.

	36
32	

37	☒
	35

31	
	40

☒
☒

☒

☒

33	
	39

34	☒
	38

☒

D Write the numbers that come in between.

31		33
35		37
38		40
33		35

Lesson 3: Numbers (41- 50)

A Look, listen and say.

41	42	43	44	45	46	47	48	49	50
----	----	----	----	----	----	----	----	----	----

B Say and write.

41					
42					
43					
44					
45					
46					
47					
48					
49					
50					

C Write and say (41-50).

41									

D Write the missing numbers.

41		43		45		47			50
----	--	----	--	----	--	----	--	--	----

Lesson 4: Numbers (51- 60)

A Look, listen and say.

51	52	53	54	55	56	57	58	59	60
----	----	----	----	----	----	----	----	----	----

B Say and write.

51					
52					
53					
54					
55					
56					
57					
58					
59					
60				☒	☒

C Write and say (51-60).

☒	☒	☒	☒	☒	☒	☒	☒	☒	☒		60
---	---	---	---	---	---	---	---	---	---	--	----

D Write the missing numbers.

	52	53☒		56☒☒	☒	59☒
--	----	-----	--	------	---	-----

E Write the numbers that come before and after.

	51☒		55☒	☒	58	52☒		57☒	☒
--	-----	--	-----	---	----	-----	--	-----	---

Lesson 5: Numbers (61- 70)

A Look, listen and say.

61	62	63	64	65	66	67	68	69	70
----	----	----	----	----	----	----	----	----	----

B Say and write.

61					
62					
63					
64					
65					
66					
67					
68					
69					
70			☒	☒	☒

C Write and say (61-70).

☒	☒	☒	☒						
---	---	---	---	--	--	--	--	--	--

D Write the missing numbers.

61			64		67		70
----	--	--	----	--	----	--	----

E Write the numbers that come in between.

63	65	62	64	66	68
----	----	----	----	----	----

Lesson 6: Numbers (71- 80)

A Look, listen and say.

71	72	73	74	75	76	77	78	79	80
----	----	----	----	----	----	----	----	----	----

B Say and write.

71					
72					
73					
74					
75					
76					
77					
78					
79					
80					

C Write and say (71-80).

--	--	--	--	--	--	--	--	--	--	--

D Write the missing numbers.

		73		75		77		79	
--	--	----	--	----	--	----	--	----	--

E Write the numbers that come before and after.

	72		75	79			77	73	
--	----	--	----	----	--	--	----	----	--

Lesson 7: Numbers (81- 90)

A Look, listen and say.

81	82	83	84	85	86	87	88	89	90
----	----	----	----	----	----	----	----	----	----

B Say and write.

81					
82					
83					
84					
85					
86					
87					
88					
89					
90					

C Write and say (81-90).

--	--	--	--	--	--	--	--	--	--	--

D Write the missing numbers.

81		83			86		88		
----	--	----	--	--	----	--	----	--	--

E Write the numbers that come before and after.

	83		86		90	84		87	
--	----	--	----	--	----	----	--	----	--

Lesson 8: Numbers (91-100)

A Look, listen and say.

91	92	93	94	95	96	97	98	99	100
----	----	----	----	----	----	----	----	----	-----

B Say and write.

91					
92					
93					
94					
95					
96					
97					
98					
99					
100					

C Write and say (91-100).

--	--	--	--	--	--	--	--	--	--

D Write the missing numbers.

		93		95		97		99	
--	--	----	--	----	--	----	--	----	--

E Write the numbers that come in between.

91		93	96		98	94		96
----	--	----	----	--	----	----	--	----

Lesson 9: Numbers (1-100)

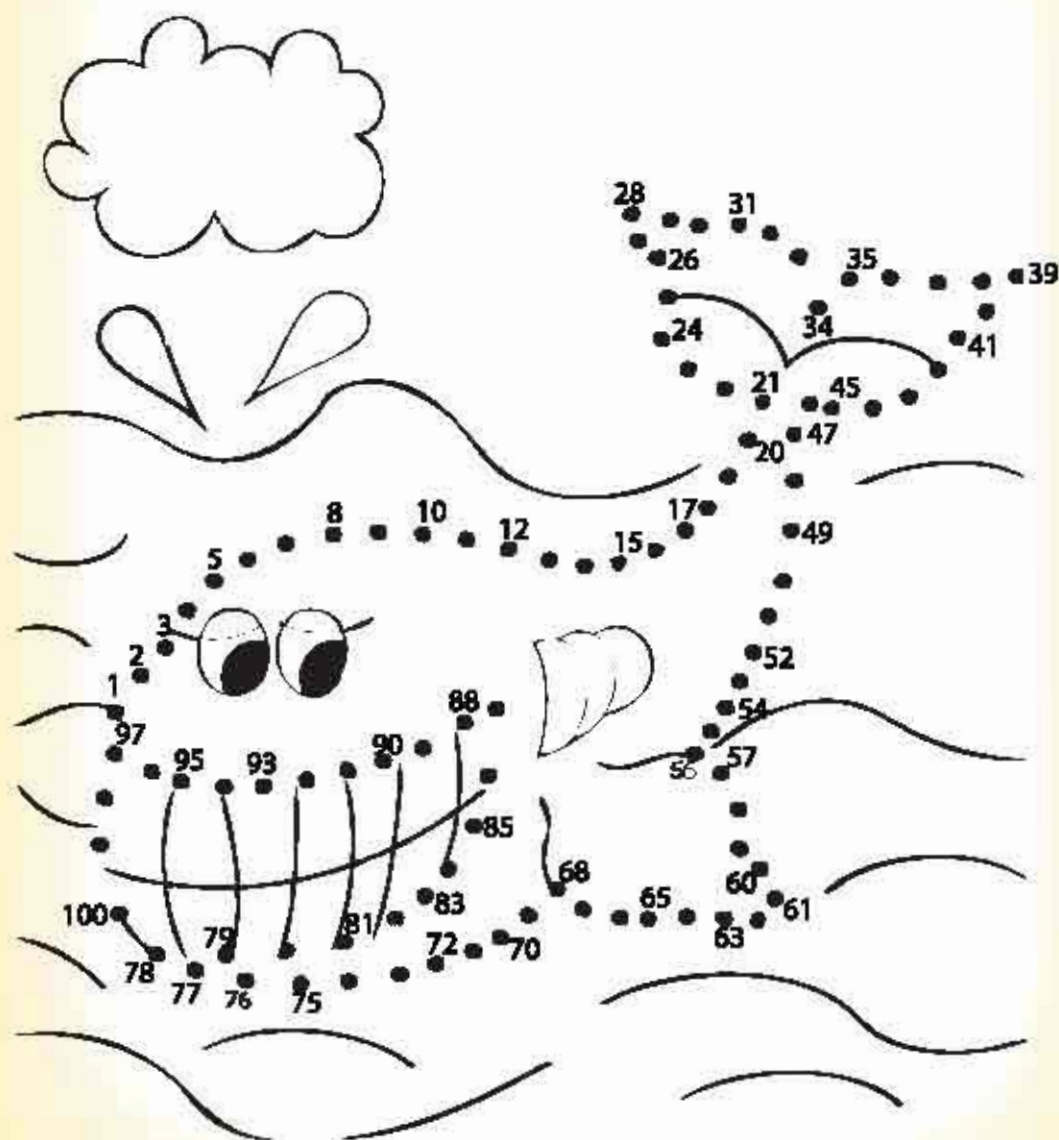
A Write and say.

1									
									100

Lesson 10: Numbers (dots and colour)

Join the dots and put the missing numbers.

Colour the picture: 1-100



Lesson 11: Numbers in words (1-10)

A Revision: Look and say.

1				one
2				two
3				three
4				four
5				five
6				six
7				seven
8				eight
9				nine
10				ten

B Write in words (1-10).

Lesson 12: Numbers in words (11- 20)

A Look, listen and say.

11	eleven
12	twelve
13	thirteen
14	fourteen
15	fifteen
16	sixteen
17	seventeen
18	eighteen
19	nineteen
20	twenty

B Match the numbers with the words.

11	seventeen
17	twenty
13	eighteen
20	eleven
18	thirteen

C Write the numbers.

	fifteen
	twelve
	nineteen
	sixteen
	fourteen

Lesson 13: Numbers in words (21- 30)

A Look, listen and say.

21	twenty-one
22	twenty-two
23	twenty-three
24	twenty-four
25	twenty-five
26	twenty-six
27	twenty-seven
28	twenty-eight
29	twenty-nine
30	thirty

B Match the numbers with words.

25	twenty-seven
21	twenty-five
24	twenty-nine
27	twenty-one
29	twenty-four

C Write the numbers.

	twenty-eight
	twenty-three
	twenty
	twenty-two
	twenty-six

Lesson 14: Revision

A Write in words (1-30).

☒ ☒		
☒ ☒		
☒ ☒		
☒ ☒		
☒ ☒		
☒ ☒		
☒ ☒		
☒ ☒		
☒ ☒		
☒ ☒		

B Listen and recite.



Hickety Pickety, my black hen,
She lays eggs for gentlemen;
Sometimes nine and sometimes ten,
Hickety Pickety, my black hen.

Unit 5: Names of the days and months

Lesson 1: Days of the week

A Listen and say.

Days of the week

Sunday, Monday, Tuesday too,
Wednesday, Thursday just for you,
Friday, Saturday, that's the end.
Now let's say those days again!

Every Week

Every week has seven days,
See how many your friends can say
Sunday, Monday, Tuesday, Wednesday,
Thursday
Friday and Saturday
What is the day today?

B Ask and answer.

Q. How many days are there in a week?

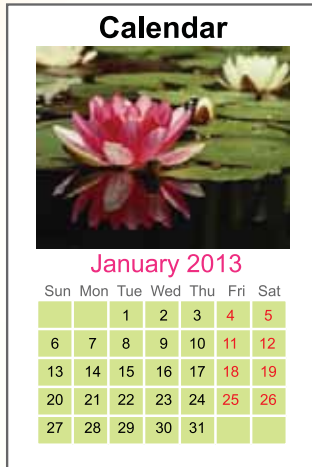
Ans. There are _____.

Q. How many weeks are there in a month?

Ans. _____.

Lesson 2: The calendar

A Ask and answer.



Q. What's this?

Ans. It's a calendar.

Q. What can we see in a calendar?

Ans. A month, days, dates and the year

B Look, listen and say.

January
February
March
April
May
June
July
August
September
October
November
December

C Listen and recite.

Days of months

Thirty days has September,
April, June and November.

All the rest have thirty-one,
Not February, it's a different one.
It has twenty-eight, that's fine,
A Leap Year makes it twenty-nine.



D Listen, point and say.

January has thirty-one days.

February has twenty-eight or twenty-nine days.

March has thirty-one days.

April has thirty days.

May has thirty-one days.

June has thirty days.

July has thirty-one days.

August has thirty-one days.

September has thirty days.

October has thirty-one days.

November has thirty days.

December has thirty-one days.

E Ask and answer.

- 1 What's this month?
- 2 How many days are there in this month?

F Now make a calendar of this month in pairs.

Unit 6: People and occupation

Lesson 1: People

A Look, listen and say.



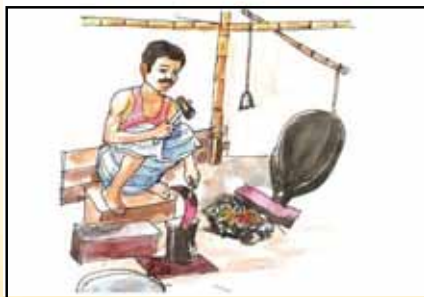
a farmer



a doctor



a policeman



a blacksmith

B Match pictures with persons.

a policeman



a tailor



a doctor



a blacksmith



a farmer



Lesson 2 : A rhyme: A tailor, a cobbler, a policeman

A Look, listen and say.

I am a tailor,
I make clothes;
Stitch, stitch, stitch
My needle goes.



I am a cobbler,
I mend shoes;
Rat-tat-tat
And it's just like new.

I am a traffic policeman
I stand just so,
Telling cars to stop,
Telling cars to go.



B Ask and answer the following questions in pairs.

Q. Who do you know— a tailor, a cobbler, a policeman,
or a farmer?

Ans. Yes. I know a

Q. Where does he/she work?

Ans.

Unit 7: Doing things

Lesson 1: What do they do?

A Read.



I'm a crow. I'm a clever bird. I get up early in the morning. Then I fly about and look for food. I sometimes steal food from the kitchen. But I also work for people. I eat up all dirty things.



I'm a cat. I'm a clean animal. I get up late in the morning. Then I have breakfast and sleep. I have lunch at noon and sleep again. I'm a little lazy. But I quickly catch mice.

B Ask and answer these questions.

The crow

- 1 What kind of bird is the crow?
- 2 When does it get up?
- 3 Why does it fly about?
- 4 Where does it steal food from?
- 5 What does it do for people?

The cat

- 1 What kind of animal is the cat?
- 2 What does it catch?
- 3 When does it get up?
- 4 What does it do after breakfast and lunch?

C Match the word in A with their opposites in B.

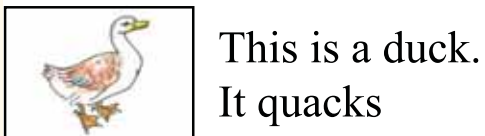
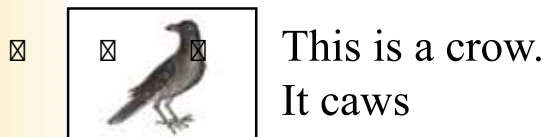
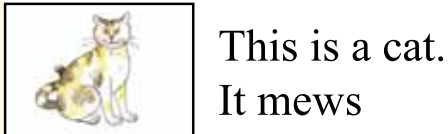
A	B
clever	early
clean	lazy
quickly	dirty
active	foolish
late	slowly

**D Write a short paragraph about ‘The cow’.
Answer the questions in your paragraph.
Use the clue words in brackets.**

- 1 What kind of animal is the cow? (gentle)
- 2 Where does it live? (near our house/in the cow-shed)
- 3 What does it eat? (grass, straw, etc)
- 4 What does it do for people? (draws ploughs and carts, gives milk)

Lesson 2: What sounds do they make?

A Look, listen and say.



B Match. One is done for you.

A frog☒ ☒	bellows
A bull☒ ☒	mews
A duck☒ ☒	croaks
A crow☒ ☒	quacks
A cat☒ ☒	caws

C Ask and answer (books shut).

1 What sound does a frog make?

Ans: A frog

2 What sound does a duck make?

Ans: _____

3 What sound does a bull make?

Ans: _____

4 What sound does a crow make?

Ans: _____

5 What sound does a cat make?

Ans: _____

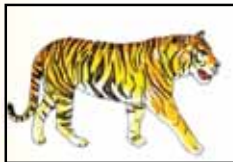
Lesson 3: A rhyme

A Look, listen and sing.

Cries of animals



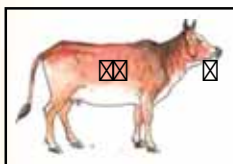
A lion roars.
A cock crows.



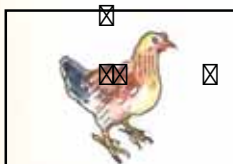
A tiger growls.
A jackal howls.



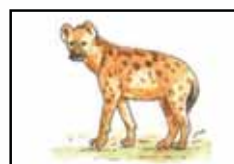
A goat bleats.
A horse neighs.



A cow moos.
A pigeon coos.



A hen clucks.
A hyena laughs.



B Ask and answer in pairs.

Q. What sound does a _____ make?

Ans: It _____.

C Fill in the blanks. First say and then write.

- 1 A tiger growls.
A jackal _____.
- 2 A goat bleats.
A horse _____.
- 3 A hen clucks.
A hyena _____.
- 4 A lion roars.
A cock _____.
- 5 A cow moos.
A pigeon _____.

D Listen and say.

roars	crows	laughs	clucks
growls	howls	quacks	croaks
moos	coos	bleats	mews

Lesson 4: What are they doing?

A Read.



Flora is going to Chittagong by train. She is sitting between her father and mother. She is eating a banana. Her father is sleeping. Her mother is reading a newspaper.

B Answer these questions.

- 1 Where is Flora going? Ans: _____
- 2 Where is she sitting? Ans: _____
- 3 What is she doing? Ans: _____
- 4 What's her father doing? Ans: _____
- 5 What's her mother doing? Ans: _____

C Look at the pictures.



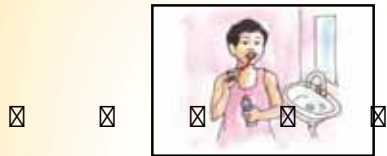
Now ask and answer in pairs. One is done for you.

- 1☒ What's the woman doing in picture 1? Ans: The woman/she is drinking tea.
- 2☒ What's the man doing in picture 2? Ans: _____
- 3☒ What's the girl doing in picture 3 ?☒ ☒ Ans: _____
- 4☒ What're the cows doing in picture 4? ☒ Ans: _____
- 5☒ What's the bird doing in picture 5? ☒ ☒ ☒ Ans: _____
- 6☒ What's the boy doing in picture 6? ☒ ☒ ☒ Ans: _____
- 7☒ What's the man doing in picture 7? ☒ Ans: _____
- 8☒ What're the boys doing in picture 8? ☒ Ans: _____

What's = What is

What're = What are

D Look, ask and answer.



Q: What's the boy doing?

A: _____



Q: What's the man doing?

A: _____



Q: What's the girl doing?

A: _____



Q: What're the children doing?

A: _____



Q: What's the boy doing?

A: _____

**E Mime something and ask : What am I doing?
One is done for you.**

S1 : (Miming drinking a glass of water)

What am I doing?

Ans: You are drinking (a glass of) water.

Activities: dancing, brushing teeth, sleeping, reading,
etc.

Lesson 5: The cow and the frog

A Listen and read.



A cow is eating grass. A frog is sitting on the grass. The frog looks at the cow and thinks, “This cow is very big. I am very small. I will grow big.”

B Listen and point.

This cow is very big. I am very small.

C Listen and read.



The frog’s belly is growing big. The cow looks at the frog and says, “Strange! Is it a frog or a football?”

D Ask and answer.

Why does the cow say “Strange”?

E Listen and read.



The frog thinks, “I will grow very big.” The cow thinks and says, “Is it a football or a drum?”



Bang! The frog is gone. There are pieces of frog on the grass. The cow is eating the grass again.

F Point to a picture (1- 4) and ask and answer simple questions about the picture.

Unit 8: Prepositions

Lesson 1: *over, in, on, under, between* and *near*

A Look at the pictures and read the sentences.



The umbrella is **over** his head. ☒ ☒



The doll is **in** the box.



The lamp is **on** the table. ☒ ☒



The cow is **under** the tree.



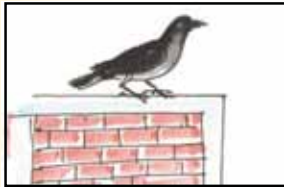
The boy is **between** the girls. ☒



The woman is **near** the tubewell.

B Look at the pictures in **A**. Ask and answer in pairs: Where's the boy/woman/lamp, etc?

C Look at the pictures and fill in the blanks with *at*, *on*, *between*, *in*, *near* or *under*.



The crow is _____ the wall.



B is _____ A and C.



The train is _____ the station.



The students are _____ the class.



The cat is _____ the table.



The driver is _____ his cab.

Lesson 2: More about *at, in and on*.

A Use *at, in* before places. One is done for you.

Runa is **at** school now.

Now complete the sentences.

- 1 Runa's brother Kamal is _____ home.
- 2 Mita lives _____ Dhaka.
- 3 We live _____ Bangladesh.
- 4 Flora is _____ the airport now.
- 5 The patient/doctor is _____ the hospital.

B Listen and read.

- 1 I wake up **at** six **in** the morning.
- 2 We all go to the village **in** winter.
- 3 Rina comes to see me **on** Monday.
- 4 Runa was born **on** 8 September, **in** 2001.
- 5 Runa is going to her grandparents' house **in** March.
- 6 Mita's sister was born **in** December **in** 2012.
- 7 I go to school **in** the morning.
- 8 I play with my friends **in** the afternoon.
- 9 I do my homework **at** night.

C Use *at, in* or *on* in the blanks.

- 1 We write _____ the board.
- 2 My dad is _____ the bus stand now.
- 3 We don't come to school _____ Fridays.
- 4 They live _____ a small village.
- 5 I was born _____ October.
- 6 My birthday is _____ 8 September.
- 7 My uncle and aunt now live _____ England.
- 8 It is very hot _____ summer.
- 9 Her father works _____ Khulna.
- 10 There is a spider _____ the wall.

**D Ask and answer. Give short answers.
One is done for you.**

Q: *Where do planes land?*

A: *At the airport.*

- 1 Where does a housewife work? Ans:
- 2 Where does a doctor work? Ans:
- 3 What country do you live in? Ans:
- 4 When is your birthday? Ans:
- 5 What season do you feel cold in? Ans:

Unit 9: Use of punctuation and capital letters

Lesson 1: Full stops, commas and question marks

A Look at these sentences.

- 1 We have our breakfast in the morning.
- 2 I like to travel by train, ship and plane.
- 3 How are you?

In the above sentences, we can see some marks: (.), (,) and (?).

We use these marks in writing.

B Use a full stop (.).

i Look at the examples.

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | 1 <input type="checkbox"/> I am a student. |
| <input type="checkbox"/> | <input type="checkbox"/> | 2 <input type="checkbox"/> I go to school every day. |

We use a full stop (.) after a statement.

ii Look at these sentences.

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | 1 <input type="checkbox"/> Look at the board. |
| <input type="checkbox"/> | <input type="checkbox"/> | 2 <input type="checkbox"/> Stand up. |
| <input type="checkbox"/> | <input type="checkbox"/> | 3 <input type="checkbox"/> Sit down. |

We also use full stop (.) after a command.

C Use a comma (,).

Look at the sentences.

1 I have Bangla, English and maths classes every day.

We use a comma (,) to separate three or more words in a sentence.

2 Wait a minute, please.

3 Komol, come here.

We use a comma (,) in commands/requests.

D Use a question mark (?).

Look at these sentences.

1 Are you a student of class 3?

2 What is your name?

3 How old are you?

We use a question mark after a question.

E Use a full stop (.), a comma (,) or a question mark (?) where necessary.

1 Where do you live

2 A: Can you draw pictures

B: Yes I can

3 Can you help me

4 Go to your seat

F Put full stop, comma and question mark where necessary.

At the stationer's

A: Good morning

B: Morning

A: How can I help you

B: A pencil please

A: Here you are Anything else

B: Oh yes A sharpener

A: There you are

B: How much

A: Fifteen taka please

B: Thanks Goodbye

A: Bye

Lesson 2: Uses of capital letters

A Look at these sentences.

My mother's name is Maliha.

Dhaka is the capital of Bangladesh.

The Meghna is a big river.

The Daily Star is a daily newspaper.

We do not come to school on Friday.

December is the last month of the year.

The first word in a sentence begins with a capital letter.
The names of people, places, countries, rivers,
newspapers, days and months begin with a capital letter.

B Look at these two sentences.

The teacher is very good and I like her.

Rahin and I study at the same school.

We always write 'I' as a word in the capital letter.

C Look at this poem.

Homes

A bird lives in a nest,

A snake in a hole.

We live in a house,

A goldfish in a bowl.

The first line of a rhyme or poem begins with a capital letter.

D Use capital letters where necessary.

- 1 lisa is my friend.
- 2 i know him.
- 3 february is the second month of the year.
- 4 the jamuna is a river
- 5 chittagong is a big city
- 6 rahul is indian.
- 7 jemmy comes from america.
- 8 you and i are friends.
- 9 the more you love,
the more you'll find
that life is good
and friends are kind.

E Listen and repeat.

sh <i>ip</i>	sh <i>ee</i> p
s <i>it</i>	s <i>ea</i> t
b <i>in</i>	b <i>ea</i> n
l <i>ive</i>	l <i>ea</i> ve
<i>it</i>	<i>ea</i> t
s <i>li</i> p	s <i>lee</i>

Lesson 3: A Story: The boys and the frogs

A Listen and read.

The boys and the frogs

Some frogs are croaking in a pond. Two boys are walking by the pond. They see the frogs. They start throwing stones at the frogs. They kill a frog and frighten some others. The boys are laughing.

An old frog raises its head and says angrily, “Stop! Stop throwing stones at us. What’s play to you is death to us.”

B Match pictures with words.



sad



happy



angry

C Tick the best answer.

- 1 The boys are
 - a happy.
 - b sad.
 - c angry.

- 2 Some frogs are
 - a angry.
 - b frightened.
 - c sad.

- 3 The old frog is
 - a sad.
 - b angry.
 - c happy.

D Ask and answer the question.

Q: How do you feel at the end of the story?

Ans: I feel _____.

E What do you think the boys will do next?

Unit 10: Family and friends

Lesson 1: My family.

A Listen and read.



I am Tisha. I am a student. I am in class 3. We are five people in our family. They are my father, mother, grandmother, my little brother and myself. My father is a shopkeeper. My mother is a teacher. My brother is two years old.

My father and mother help me with my studies. My grandmother loves me very much. She often tells me funny stories.

B Answer the following questions. First say and then write.

- 1 What does Tisha do?

Ans. _____.

- 2 How many people are there in her family? Who are they?

Ans. _____.

- 3 What does her father do?

Ans. _____.

4 What does her mother do?

Ans. _____.

5 How do her father and mother help her?

Ans. _____.

6 What does her grandmother tell her?

Ans. _____.

C Write a short paragraph about your family with the help of the following questions.

Questions:

1 What is your name?

2 What do you do?

3 How many people are there in your family?

4 What does your father do?

5 What does your mother do?

Answer:

My family

I am _____ (your name). I am a _____

Lesson 2: My mother

A Look and read.



I am Shanta. My mother's name is Sumita. She is 30 years old. She is a housewife. She works at home. My father also helps her. My mother cooks food for us. She looks after the chicken and the vegetable garden. Sometimes she goes for shopping. She helps me with my studies too. I also help her after school. My mother loves me and I love her very much.

B Answer the following questions. First say and then write.

1 Who is Sumita?

Ans. _____

2 How old is she?

Ans. _____

3 What does she do?

Ans. _____

4 Where does she work?

Ans. _____

5 What does she do for the family?

Ans. _____

6 How does she help Shanta?

Ans. _____

7 Does Shanta's mother love her?

Ans. _____

8 Does Shanta love her mother?

Ans. _____

C Write a short paragraph about your mother with the help of the following questions.

1 What's your mother's name?

2 How old is she?

3 What does she do?

4 What does your father/ brother do for her?

5 Where does she work?

6 What does she do for her family?

7 Do you love her?

Answer:

My mother

My mother's name is _____

D Listen and say.

see

she

so

show

seat

sheep

Lesson 3: A poem: My mother

A Listen and say.

☒ ☒ ☒ ☒



My mother

I know a face,
A lovely face
So full of beauty,
As of grace.

That face can be
Compared to no other
That lovely lady
Is my beloved mother.

B Which words in this poem tell you that the mother is beautiful?

C Copy.

What does your father do?

☒ Grandmother tells us stories.

Lesson 4: My friend

A Look and read.



I am Radif. I am 8 years old. I have many friends. But Anik is my best friend. He is of my age. We go to the same school. We are also in the same class. We sit together in the class.

We help each other. He likes poems. I like drawing. We both like cartoon shows on television.

B Tick the best answer.

- 1 Anik is
 - a like other friends of Radif.
 - b the best friend of Radif.
 - c the best friend of all the students.
- 2 "He (Anik) is my age." This means
 - a both Anik and Radif are 8 years old.
 - b Anik is 8 and Radif is 7 years old.
 - c Anik and Radif are in the same class.
- 3 Both Anik and Radif
 - a live in the same house.
 - b sit side by side.
 - c study at different schools.

- 4 Both Anik and Radif like
- a rhymes and cartoon shows.
 - b drawing and rhymes.
 - c cartoon shows on television.

C Write a short paragraph about your friend with the help of the following questions.

Questions:

- 1 Who is your best friend?
- 2 How old is he/she?
- 3 What class is he/she in?
- 4 Where does he/she live?
- 5 Do you love him/her?
- 6 What does he/she like?

Begin like this:

My friend

I have some friends. But (name) is my best friend—

Unit 11: Food and hygiene

Lesson 1: Food we need

A Look at the pictures and read the sentences.

We need food to live.



We need food to grow.



We need food to study.



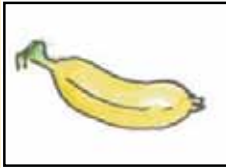
We need food to work.



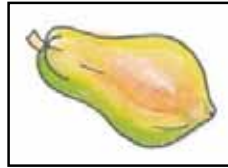
B Read the above sentences again and answer this question.

How does food help us?

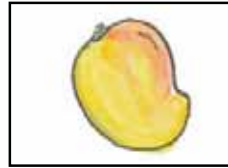
C Look at the pictures. Do you know what they are?



banana



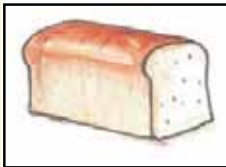
papaya



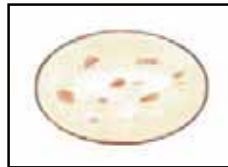
mango



carrot



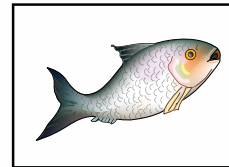
bread



ruti



rice



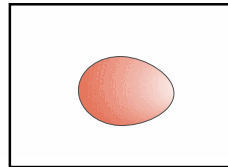
fish



chicken



milk



egg



meat

D Work in pairs. Make two lists in your notebook.

Food from plants and trees	Food from animals
banana	fish
carrot	egg

Can you add more names?

Lesson 2: What food should we eat?

A Listen and read the passage aloud.

We should eat good food. We get good foods from plants and trees. We get good foods from animals too. Rice, vegetables, fish, eggs, milk, etc are good foods. These are good for health.

But we should not eat ice-cream, chocolates, chips, burgers, etc. These are not good for health.

B Read the passage silently and answer the following questions.

- 1 What food should we eat?
- 2 Why should we eat them?
- 3 What foods are not good for health?
- 4 Why should we not eat them?

C What are your favourite foods?

D Listen and say.

fish

wash

plants

chips

Lesson 3: Cleanliness

A Read.



S1: Can we live well if we eat good food only, teacher?

T: No, you can't. You should do other things, too.

S2: What else should we do, teacher?

T : You should follow some rules.

S3: What are these rules, teacher?

T : These are:

You must

- 1□ brush your teeth after meals.
- 2□ cut your nails every week and keep them clean.
- 3□ wash your hands with soap before meals and after using the toilet.
- 4□ drink enough clean water.

Lesson 4: A story: Self-help is the best help

A Read the questions and try to answer them.

- 1 Where does a bird live?
- 2 What is a cornfield? Where can you see a cornfield?
- 3 What does a bird do in a cornfield?

B Listen to the story and answer the questions that follow.

There is a cornfield. A bird with her little children lives there. The children are very young. They cannot fly yet. Every morning the mother bird flies off to find food for her children.

- 1 *Why does the mother bird fly off every morning?*

It is summer. The corn is ripe. One morning the mother says, "Children, the farmer may come into the field today. Listen to what he says. Tell me when I come back."

- 2 *What may happen when the corn is ripe?*

The mother comes back in the evening. The children say to her, "Mother, we must go away today. The farmer and his son came. They talked. The farmer is going to cut the corn tomorrow. The farmer's brothers will help him."

“Don’t worry, children. His brothers have their own corn to cut. So we have enough time to wait.”

3 *How do the children know that the farmer is going to cut his corn the next day?*

The next day the farmer and his son come and talk again. The mother returns in the evening and the children tell her, “Mother, the farmer will cut his corn tomorrow. This time his friends will help him.”

“Don’t worry children,” says the mother. “His friends too have their own corn to cut.”

4 *What will happen the next day?*

The next day the farmer and his son come and talk again. The children tell their mother, “The farmer is not going to wait for his brothers and friends. The corn is very ripe. He and his son will cut the corn themselves.” The mother then says, “Now it’s time for us to leave the cornfield.”

5 *What will happen to the bird and her children if they wait longer?*

The End



Academic year 2013, English-3

Health is Wealth



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